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ABSTRACT

More Americans lost their lives in the Civil War than in any other conflict. The question is how the United States arrived at the point at which the South seceded and some families were so fractured that brother fought brother. A complex series of events led to the Civil War. The lessons in this unit are designed to help students develop a foundation on which to understand the basic disagreements between the North and the South before the Civil War. In these lessons, through the examination of primary source documents from the mid-1800's--photographs, census information, and other archival documents--students can gain an appreciation of everyday life in the North and the South, changes occurring in the lives of ordinary Americans, and some of the major social and economic issues of the years just before the Civil War. The lesson plan contains guiding questions and material on how to prepare to teach the lesson. It also contains suggested activities for the following lessons: Lesson 1: Important Enough To Fight About; Lesson 2: Making a Living; Lesson 3: Take My Census, Please; Lesson 4: Cities North and South; Lesson 5: The Lives of African-Americans: A Debate against Slavery; Lesson 6: Presenting Life before the Civil War; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels and approximate length of time required for each lesson; and outlines national standards for social studies, geography, civics and government, and language arts covered in the lessons. Lists 13 related Internet links to Web sites. (NKA)

ED 455 518

Before Brother Fought Brother: Life in the North and South, 1847-1861

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Before Brother Fought Brother: Life in the North and South 1847-1861

Introduction

More Americans lost their lives in the Civil War than in any other conflict. How did the United States arrive at a point at which the South seceded and some families were so fractured that brother fought brother?

A complex series of events led to the Civil War. The lessons in this unit are designed to help students develop a foundation on which to understand the basic disagreements between North and South. Through the investigation of primary source documents - photographs, census information and other archival documents - students gain an appreciation of everyday life in the North and South, changes occurring in the lives of ordinary Americans, and some of the major social and economic issues of the years before the Civil War.

Guiding Questions: What differences existed between ordinary Americans living in the North and those living in the South in the years before the Civil War? What important issues are reflected in the differences between life in the North and the South? What kinds of changes were taking place in the United States at the time?

Learning Objectives

After completing the lessons in this unit, students will be able to:

- List three differences and three similarities between life in the North and

SUBJECT AREAS

History: U.S./Civil War

History: U.S., African American

History: U.S., Women

Literature/Biography

GRADE LEVELS

6-8

TIME REQUIRED

Lesson 1: 15 minutes to 1 class period

Lesson 2: 1 or 2 class periods

Lesson 3: 1 class period

Lesson 4: 1 class period

Lesson 5: 1 class period

Lesson 6: 2 class

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the South in the years before the Civil War.
- Discuss how these differences contributed to serious disagreements between the North and South.

Preparing to Teach This Lesson

The Civil War erupted after a long history of compromises and sectional debates over representation, federalism, tariffs and territories. Though many of the political differences are beyond the scope of the intermediate curriculum, students can use their analysis of archival documents to begin to appreciate the differences between the North and South and the changes afoot in the United States that contributed to the developing conflict.

Before you begin to teach this unit, review the suggested activities and familiarize yourself with the websites involved. Select, download and duplicate, as necessary, any documents you want the class to use.

For the census activity in Lesson 3, either the teacher or students will need to keep a calculator at hand.

You may wish to provide students with a copy of the Document Analysis Worksheet, available through the EDSITEment resource The Digital Classroom, to guide them as they review the documents in this unit.

The purpose of this lesson is to prepare students with background information for understanding the causes of the Civil War. You can find information on the causes of the Civil War on the Encarta website, accessible through a link from the EDSITEment resource The Internet Public Library.

Suggested Activities

Lesson 1: Important Enough to Fight About
Lesson 2: Making a Living
Lesson 3: Take My Census, Please
Lesson 4: Cities North and South
Lesson 5: The Lives of African-Americans: A Debate Against Slavery
Lesson 6: Presenting: Life Before the Civil War
Extending the Lesson

LESSON 1

Important Enough to Fight About
By 1860, the differences between the North and South had become so great that Northerners and Southerners felt as if they belonged to two different countries. What were some of these differences? Which ones were important enough to fight about? Explain to students that they are going to study life in the United States in the years before the Civil War to gain a better understanding of why people grew willing to fight to defend their way of life.

Background for the teacher:
Many of the documents students will look at reflect the lives of ordinary people, those who would fill the ranks of the armies and those on the home front supporting the war effort. Public support for a war comes more easily when those who have to fight feel they are defending what is important in their own lives. Students will learn about everyday life before the Civil War in the South and North to begin to understand which differences were significant.

The lesson:

periods for introduction and presentations, additional time for student preparation

STANDARDS ALIGNMENT ▸

National Council for the Social Studies
1. Culture (more)
2. Time, Continuity, and Change (more)
3. People, Places, Environments (more)
10. Civic Ideals and Practices (more)

National Geography Standards
13. How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface (more)

National Standards for Civics and Government
1. What is Government and What Should It Do? How can you evaluate rules and laws? (more)
2. What are the Basic Values and Principles of American Democracy? How should conflicts about diversity be prevented or managed? (more)
5. What are the Roles of the Citizen in American Democracy? (more)

NCTE/IRA List of Standards for the English Language Arts
1. Students read a wide range of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world. (more)
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (more)

View your state's standards

To set up the idea of a conflict that would cause even friends and relatives to disagree and fight with each other, encourage discussion of the following:

> Can anyone in the class describe an incident they witnessed or heard as an example of how any of the following potential conflicts can lead to a serious disagreement?
>
> 1. What one person was doing prevented someone else from doing what he or she needed to do.
> 2. One person was so different from another that neither could understand the other or that their needs were conflicting.
> 3. Someone was treating someone else very badly.

LESSON 2

Making a Living

> During the first half of the 19th century, economic differences between the regions also increased. By 1860 cotton was the chief crop of the South, and it represented 57 percent of all U.S. exports. The profitability of cotton, known as King Cotton, completed the South's dependence on the plantation system and its essential component, slavery.
>
> The North was by then firmly established as an industrial society. Labor was needed, but not slave labor.
>
> Source: "Civil War, American." Microsoft® Encarta® Online Encyclopedia 2000

> Five years ago Mr. and Mrs. Kirke Boott took up their residence at Lowell where there was then no building except one or two little hovels, but last night we went over very extensive cotton manufacturies that have sprung up since that time, and on every side fresh ones are starting into life. This State is so very bad for agricultural purposes that they are driven to manufactures to gain a livelihood...
>
> Margaret Hall, writing about Lowell, Massachusetts
> October 13, 1827

Background for the teacher:
If one region's economic needs threaten another region's needs, conflict can arise. One of the significant developing differences between the North and South in the years before the Civil War was their economies. The South was very dependent on cotton. Cotton, which could be processed in greater quantities after the invention of the cotton gin, depended on slavery.

In the North, where slavery was illegal, workers had to be paid. They could not compete with workers in the South, many of whom were slaves receiving no wage. Though conditions were often quite poor for the working class in the North, the flourishing factory system held great promise for many: employment, the possibility of advancement, cheaper goods.

Northerners depended on the federal government to build the infrastructure -- such as roads and railroads -- necessary for its developing industries. In a time before income taxes, this infrastructure could be built only with tax money raised largely through tariffs on imported goods the South needed, while the North was developing factories for producing such goods on its own.

By 1860, both the North and the South were moving toward systems of mass

production. In the North, factories were springing up. In the South, plantations had developed. In surprising ways, these systems resembled each other in their attempt at mass production. The similarities helped workers realize the country needed to improve the treatment of its workforce. The differences must have made Southerners feel it would be quite difficult to abandon a system on which their entire economy depended.

The lesson:
1. If possible, give class members an opportunity to view a map of Population Engaged in Manufacturing and Trade (a link from the EDSITEment resource, The Center for the Liberal Arts), on screen or in a color copy. Point out the differences between the North and South. Counties with the most manufacturing are indicated in red. Notice that the North is almost completely red. Discuss the differences between the North and South with students. Help students to recognize the effect of these differences at the time before the Civil War: People disagree if they feel prevented from doing what they need to do. People need to make a living.

2. Lead the class in comparing the rules of management for a factory and a plantation to model the process of comparing documents. Lewiston Mill Rules (factory) and Plantation Management, De Bow's xiv (February 1853) are available from the EDSITEment reviewed Whole Cloth. (Note: Background information on the development of the American factory system is available in The First American Cotton Mill Began Operation: December 20, 1790 from The Library of Congress' America's Library, a link from the EDSITEment reviewed American Memory.)

For this activity, you may wish to group students in pairs; assign each pair one or two of the mill rules, and read aloud one of the plantation rules. Ask the pairs to identify any of their rules that are similar to the plantation rules as you read them.

After going through all the rules, discuss the similarities and differences between the factory and plantation systems' treatment of the workforce. Hypothesize about the design of the rules. Why were they deemed necessary or desirable?

3. If desired, the students can now work in small groups to conduct a similar analysis with the following sets of documents:

Compare the physical set-up of factory and plantation using the following documents:

- North:
  - Merrimack Mill (Lowell, Mass.), available through a link from the EDSITEment resource History Matters
  - Lowell, circa 1853, available through a link from History Matters
  - Whitney's Gun Factory (New Haven, Conn.), available through a link from History Matters

- South:
  - Plantation diagram, available through a link from the EDSITEment resource ArchNet

Compare the following songs of protest:

- Factory (North):

  1836 Song Lyrics Sung by Protesting Workers at Lowell
  Oh! isn't it a pity, such a pretty girl as I
  Should be sent to the factory to pine away and die?
  Oh! I cannot be a slave, I will not be a slave,
  For I'm so fond of liberty,

That I cannot be a slave.

Source: Liberty Rhetoric and Nineteenth Century Women, a link from the EDSITEment resource History Matters

- Plantation (South):
  Go Down Moses (traditional spiritual)
  1. When Israel was in Egypt's Land:
     Let my people go.
     Oppress'd so hard they could not stand,
     Let my people go.

     Refrain:
     Go down Moses
     'way down in Egypt's land
     Tell ol' Pharaoh,
     Let my peoples go.

  2. Thus saith the Lord, bold Moses said:
     Let my people go.
     If not I'll smite your firstborn dead,
     Let my people go.:

  3. O let us all from bondage flee;
     Let my people go.
     And let us all in Christ be free!
     Let my people go.

Compare workers and machines:

- North:
  - Woman Weavers, available through a link from the EDSITEment resource History Matters
  - Woman working at a Weaving Machine, available through a link from History Matters

- South:
  - Cotton gin: Small image and background and larger image, available from the EDSITEment-reviewed Africans in America
  - Cotton press, available from Africans in America
  - Slaves at Work on a Tobacco Plantation, available through a link from Documents of African-American Women
  - Slaves from one Plantation, available from the EDSITEment-reviewed Africans in America. This photograph (albumen print), taken by Timothy O'Sullivan in 1862, shows perhaps the largest group of enslaved African Americans ever to be photographed at one time. O'Sullivan was a pre-eminent Civil War photographer who visited this region of the South from about November 1861 to March 1862. The people in the photograph were the property of James Joyner Smith.

LESSON 3

Take My Census, Please

Conflicts arise from differences. In this lesson, students concentrate on differences as they look at the way people made a living before the Civil War in two communities, one Northern and one Southern.

> Starting in the early 19th Century the United States underwent an industrial revolution. The work that many people did changed as they moved from farms and small workshops into larger factories.

> They tended to buy things in stores, rather than make them at home or trade with their neighbors. They used machines, and purchased the products of machines, more than they ever had.
>
> Source: Whole Cloth

Background for the teacher:
The EDSITEment resource Valley of the Shadow provides archival documents for two nearby communities - Franklin County, Pennsylvania (considered part of the North during the Civil War), and Augusta County, Virginia (South) - both located in the Shenandoah Valley. The differences between these communities are probably not as pronounced as they would be if one were comparing a Massachusetts town with a Mississippi town, but there are differences that students can compare through primary source documents.

This lesson uses the Valley of the Shadow's searchable census for 1860. At that time, the total population of Franklin County, Pennsylvania, was 42,126. The population of Augusta County, Virginia was 27, 749. To compare statistics equally between the counties, multiply Franklin County figures by .65 *or* divide Augusta County figures by .65. For example, if Franklin County had 100 machinists, a count of 65 machinists in Augusta would represent an equivalent number of machinists within the community, adjusting for the population difference.

The lesson:
If your class has sufficient access to computers, students can conduct searches on their own. If not, you can do the analysis on one computer in class and discuss the results or you can print out search results such as the following:

1. Search the population census for trades and professions such as Machinist, or Doctor.
2. Search the population census for a particular family name, such as Clark.
3. Search the manufacturing census for a capital investment of $10,000 or a type of business, such as a Mill. (Note: Begin search terms with capital letters.)
4. Search the agricultural census for farms worth $10,000.
5. Search the slave owner census for anyone with more than 25 slaves, for example.

If possible, let students suggest search terms. Avoid searches that will be too broad - they will return so much data that the computer will work slowly.

Multiply Franklin figures by .65 to see how they compare to Augusta County values. How do the adjusted values for the two counties compare? In what areas did the adjusted values fail to match? What differences and similarities between the two counties do the students note?

Remind students that these counties are located in the same valley system. Are students surprised by the differences between two communities that are geographically close to each other? (If you wish, have students locate the two communities on a map to see just how close they are.)

Have students work in groups to discuss the search results and list any conclusions they draw from the data. Appoint a spokesperson for each group. Compile a composite list of conclusions as each group in turn shares one conclusion at a time, until all unique responses have been listed.

What differences existed between the communities? How might these differences cause conflict between two communities? What advantages or disadvantages would either community have in supplying a war effort?

For additional information, if desired: 1860 Census Population by Color and Condition, available from Valley of the Shadow, gives a breakdown of the total population of both counties. This census also provides the number of free blacks and slaves, which is useful for comparative purposes.

LESSON 4

Cities, North and South

Differences in urbanization and industrialization led to conflicting needs for the North and South.

Background for the teacher:
By 1860, the North had about two and a half times the population of the South (about 22 million compared to about 9 million, including the South's 3.5 million slaves) and was more urban and industrial. Of the top 25 cities by population in 1860, only three were located in the South: Louisville (ranked #12, with a population of 68,033), Charleston (#22, population 40,522) and Richmond (#25, population 37,910).

The lesson:
Have students compare the following views of Richmond and New York City, two important urban areas. Richmond was the third largest city in the South; it became the capital of the Confederacy. New York was the largest city in the North.

What differences between the North and South do these photographs reflect? Which city would be more effective in contributing to a war effort?

New York, New York
(Note: In 1860, New York County had a population of 813,660.)

- Parade, June 18, 1860, from the EDSITEment resource American Memory.
- Fourth of July, 1860, from American Memory.

Richmond, Virginia
(Note: The growth of the railroads in the mid-1800s led to Richmond becoming a commercial and industrial center. Richmond was also one of the most important slave markets in the United States.)

- Richmond, Va. general view (1865), from American Memory. (Access an image requiring less memory by searching for the title.)
- Richmond, Va. General view, with ruins, from Gambles Hill (1865), from American Memory. (Access an image requiring less memory by searching for the title.)

LESSON 5

The Lives of African-Americans

> Civil War, American
> The chief and immediate cause of the war was slavery. Southern states, including the 11 states that formed the Confederacy, depended on slavery to support their economy. Southerners used slave labor to produce crops, especially cotton. Although slavery was illegal in the Northern states, only a small proportion of Northerners actively opposed it.
>
> Source: "Civil War, American." Microsoft® Encarta® Online Encyclopedia 2000

Background for the teacher:
Sometimes, people will fight to keep someone else from being treated poorly. Disagreement over slavery was central to the conflict between the North and the South. The nation was deeply divided.

Note: Slavery was a cruel system. To study slavery means to encounter facts and/or images some students may find unsettling. Sensitivity to these issues is recommended throughout this lesson.

The lesson:
Prior to the Civil War, ours was a nation half-slave and half-free. Show your students a map such as Reynolds Political Map of the United States, designed to exhibit the comparative area of the free and slave states, New York and Chicago, 1856.

As students who read the Lewiston Mill Rules in Lesson 2 will recognize, conditions for workers in the North were often less than optimal. Pay was low, hours were long, workplaces were dangerous and much was expected of the workers, who were at the same time looked down upon by almost anyone in a superior position. Such conditions served as fodder for people who apologized for or even supported for slavery in their arguments against abolition, arguments that defended racism.

In this lesson, students will argue against slavery using evidence they gather from archival documents. To help students develop their argument against slavery, select representative documents from the following resources to share with students. (Note: Asterisks denote items of special interest.) You may wish to have students work in groups and use the document analysis worksheets available through the EDSITEment resource The Digital Classroom to review these documents. After students have analyzed the documents, ask them to describe each document and to tell what is revealed about African Americans' quality of life through the document.

1847 Martin Robison Delany (1812-1885) (available through a link from the EDSITEment resource American Memory)
Martin Robison Delany was an editor, author, physician, abolitionist, black nationalist, colonizationist and army officer. In 1847, Delany joined Frederick Douglass as co-editor of the newspaper *The North Star*. He toured Ohio to gather subscribers and news for the paper. During the Civil War, Delany was an official recruiter for African-American military units. In 1865, he was commissioned as a Major in the army, making him the first African-American field officer of high rank.

1848 An African-American Newspaper (available through a link from American Memory)
Frederick Douglass, one of the best known and most articulate free black spokesmen during the antebellum years, was born a slave circa 1817. After he ran away, Douglass tirelessly fought for emancipation and full citizenship for African-Americans. Despite the failure of earlier African-American newspapers, Douglass founded *The North Star* in December 1847. The masthead contained the motto, "Right is of no sex, truth is of no color, God is the Father of us all -- and all are brethren." In 1851, it merged with the *Liberty Party Paper* and soon changed its name to the *Frederick Douglass Paper*. A contemporary African-American journalist observed that Douglass's ability as a newspaper editor and publisher did more for the "freedom and elevation of his race than all his platform appearances."

1848 First of the Letters to R. C. Ballard Regarding Slave Woman Abuse (available from the EDSITEment-reviewed Africans in America)

1849 Robert James Harlan (1816-1897) (available through a link from American Memory)
A businessman, army officer and civil rights leader, Robert James Harlan accumulated gold worth $90,000 during the California Gold Rush, which he invested in real estate in Cincinnati. He built the first school in Cincinnati for African-American children.

* 1849 Harriet Tubman escapes slavery (available through a link from American Memory)

- Background information on Tubman's youth
- Background information on the Underground Railroad

* 1850 A poster (high-resolution image) revealing the intensity of feelings against slavery a decade before war: "Union with freemen --No union with slaveholders. Anti-slavery meetings!" (available from American Memory)

1850s Photograph of the barn on the Seth Marshall homestead in Painesville, Lake County, Ohio (available through a link from American Memory)
The barn was a hiding place for fugitive slaves on the Underground Railroad.

1850s Photograph of the Ripley, Ohio Wesleyan (African) Church (available through a link from American Memory)
This church was built prior to the Civil War by free African-Americans and slaves, the latter crossing from Kentucky with the consent of their masters.

1850s The Snowden Family of Clinton, Knox County, Ohio (available through a link from American Memory)
The Snowdens were an African-American family of musicians who performed banjo and fiddle tunes and sang popular songs for black and white audiences throughout rural central Ohio from the 1850s to the early 20th century. African-Americans in Knox County have long claimed that Daniel D. Emmett learned the song "Dixie" from the Snowdens.

1851 Certificate of Permission to Reside in Petersburg, Virginia (available through a link from American Memory)
This certificate, penned in 1851, indicates that the 42-year-old mulatto Harriet Bolling was freed by James Bolling in 1842. Freeborn blacks could stay in Virginia, but emancipated African-Americans were generally required to leave the state. This certificate states that the court allowed Bolling "to remain in this Commonwealth and reside in Petersburg."

* 1852 Slave letter text and image of original (available from the EDSITEment resource Valley of the Shadow)

1853 Proceedings of the Colored National Convention Held in Rochester (available from American Memory)
Outraged by the Fugitive Slave Act, African-American leaders became increasingly impatient with the lack of improvement in political and social conditions for their race. The national convention movement among free persons of color provided an independent arena where their interests could be defined and strategies developed for their improvement. This pamphlet of convention proceedings addressed the "conflict now going on in our land between liberty and equality on the one hand and slavery and caste on the other."

* 1853 Wanted Poster for Emily -- Runaway Slave (available through a link from American Memory)

1854 Certificate of Proof of Citizenship for a Free Black Man Serving as a Seaman (available through a link from American Memory)
In the event of capture or impressment, sailors needed to have documents on file to verify that they were citizens of the United States. For this reason, the government provided seamen's protection certificates for those who served at sea, including thousands of African-American seamen. This certificate is for 20-year-old Samuel Fox, who is described as having a "light African complexion, black woolly hair and brown eyes."

* 1855 Anthony Burns (a slave) Speaks (available from the EDSITEment-reviewed Africans in America)

* 1857 Slave Letter: Vilet Lester letter to Miss Patsey Patterson, August 29, 1857, and background information (available through a link from Documents of African-American Women)

* 1859 The Child's Anti-Slavery Book: Containing a Few Words about American Slave Children
(Search American Memory by title to find this document. Page 10 is ideal for showing the intended message of the book.)

* 1859 Largest Slave Auction, March 3, 1859, and Illustration of a Slave Auction (available through a link from American Memory)

1859 Alfred Francis Russell, three-quarter length portrait (available from American Memory)
Russell was born in Kentucky and moved to Liberia in 1833. He was chosen Vice President of Liberia from 1878 to 1883 and became President in 1883.

* 1860 Slave Trade and background information (available through a link from American Memory)
This image depicts the miserable, cramped conditions of 510 Africans on board the *Wildfire,* who, while being smuggled into the United States in 1860, were captured by an anti-slaving vessel. The slaves were taken to Key West, Florida, and from there were sent to Liberia where the United States regularly repatriated "recaptured" Africans after 1808.

Of further interest:

- Not all African Americans were enslaved in the years before the Civil War. Show your students a map such as Free Persons of Color (available through a link from the EDSITEment resource Valley of the Shadow) to illustrate that free blacks lived throughout our nation, most notably in the South.

- Uncle Tom's Cabin created a sensation. Lincoln himself called the author, Harriet Beecher Stowe, "the little lady who made this big war." Her fiction managed to dramatize the realities of slavery for many Northerners in a way nothing else had. Read all about it in Uncle Tom's Cabin Appeared in Serial Form, June 5, 1851.

LESSON 6

Life Before the War

To culminate this unit, ask students to demonstrate their knowledge of life before the Civil War, with an emphasis on differences between the North and

South. Students with sufficient access to technology can search for additional documents in the EDSITEment approved resources listed below. Here are some examples of activities that students may wish to undertake to express what they have learned through this unit (specific project ideas should always be pre-approved by the teacher):

- Set up a timeline display of the meaningful documents studied in the unit, with appropriate captions.
- Create a piece of historical fiction set in the 1850s. For example, students could write letters or journal entries in the voice of someone living during the period before the Civil War, describing key elements of their lifestyle.
- Write and perform skits based on some of the documents studied.
- Develop dramatic readings of related documents.

Extending the Lesson

- Students interested in extending the comparison between the Northern community of Franklin, Pa., and the Southern community of Augusta, Va., can explore the documents in the Valley of the Shadow.

  Compare two wills:

  - Augusta County Estate Sale of Henry Hawes Estate
  - Franklin County Michael Oyler's Will

  Compare newspaper articles from the two communities:

  - Entrepreneurship: New businesses are developing and many items formerly made at home are now imported from other states and sold in stores.

    - "New Enterprise," Augusta County, Va., September 16, 1859, p. 2, c. 1
      "Messrs. Sicher have opened a new store exclusively for ladies in Staunton. This will allow women, who may now, without being exposed to prying masculine eyes, purchase numberless little unmentionable 'fixins,' which they are shy of calling for at a counter beset with the horrid men." This story reflects female purchasing power if not female liberation.

    - "Ladies' Oyster Saloon," Franklin County, Pa., November 30, 1859, p. 5, c. 2
      "Mrs. Susan Seibert has opened up an Oyster Saloon for ladies, directly opposite the courthouse." This story reflects female purchasing power if not female liberation.

    - "Gone Again," Franklin County, Pa., May 9, 1860, p. 5, c. 2
      Advertisement: "J. L. Deehert, the Hat man, has gone to New York to lay in a stock of Straw Hats, &c., for Summer wear. Look out for a splendid assortment, in a few days." New York is regarded as the source of goods unobtainable locally.

  - New Technologies Arrive

    - "Lighting Up the Town," Augusta County, Va., July 22, 1859, p. 2, c. 2
      Gas is being introduced to light the city streets.

    - "First of the Season," Augusta County, Va., May 11, 1860,

p. 2, c. 6
The proprietor of the American Hotel was able to get fresh strawberries for his guests. This delicacy will become more common at Staunton hotels now that they can be transported from Richmond in only eight hours. The continuing proliferation of trains is revolutionizing commerce and travel. Richmond is regarded as the source of goods unobtainable locally.

- "Franklin Railroad," Franklin County, Pa., November 30, 1859, p. 5, c. 1
  Train lines are being built in the Northern countryside.

- Students interested in learning more about how people made a living in 1860 can analyze the following images (all are available through the EDSITEment resource American Memory). If desired, search by title to locate a lower resolution image for each.
  - Occupational portrait of a blacksmith, three-quarter length, facing front, holding a horseshoe with pliers in one hand, and a hammer in the other.
  - Occupational portrait of a latch maker taken between 1850 and 1860.
    Background information
  - Railroad workers standing on a hand-propelled railroad cart, between 1850 and 1860.
    Background information
  - Photo of a stonecutter taken between 1850 and 1860.
    Background information
  - Image of a watchmaker from the period between 1840 and 1860.
    Background information
  - Photo of a woman using a sewing machine taken circa 1853.
    Background information
  - Man with Engine
- Students interested in researching the lives of women before the Civil War might enjoy looking at the items in the following list. Have students describe any documents they choose and decide what aspects of the lives of wome are reflected. How were the lives of women changing in the 1850s?

1848 Seneca Falls Convention: In 1840, Elizabeth Cady Stanton traveled to London to attend the World Anti-Slavery Convention. After the delegates voted to exclude women, Stanton joined with Lucretia Mott to organize the first women's rights convention in the United States. She also continued working to abolish slavery.

1849 Harriet Tubman escapes slavery

- Background information on Tubman's youth
- Background information on the Underground Railroad

1850 Jenny Lind becomes a pop star in the United States

1851 Elizabeth Cady Stanton and Susan B. Anthony begin working together

1851 Elizabeth Blackwell returns to the United States having finished her medical education

1851 Letter, Elizabeth Blackwell to Baroness Anne Isabella Milbanke Byron concerning women's rights and the education of women physicians (March 4, 1851). For background information, search American Memory for "Letter, Elizabeth Blackwell to Baroness."

1851 Unidentified woman, half-length portrait, facing front, holding a copy of the book "Sons of Temperance Offering" (March 4, 1851). For background information, search American Memory Women were prominent in the temperance movement.

1851-1852 Publication of Uncle Tom's Cabin by Harriet Beecher Stowe

- Photograph of Stowe
- Background information on Uncle Tom's Cabin

1853 (c.) Woman working at a sewing machine
Background information

1856 Elizabeth Cady Stanton and her daughter, Harriot, from a daguerreotype, 1856

1858 Julia Archibald Holmes Reaches Pike's Peak, August 5, 1858
Holmes became the first woman on record to reach the summit of Pike's Peak -- and she wore bloomers (pants) while doing it.

- Students interested in finding out what people did for fun in the 1850's might be interested in the documents in the following list:
  - Baseball and Chess:
    Amherst Express. Extra. Williams and Amherst base ball and chess! Muscle and mind!! July 1-2, 1859.
  - Card Collecting:
    Search American Memory using the keyword "cartomania" for background information on the card collecting craze that started in France in the early 1850s.

High resolution image of a card for Abraham Lincoln

High resolution image of a card for Andrew Johnson

- Hunting:
  Pheasant shooting
  (Note: The creator of this image was David Strother, also known as Porte-Crayon, an illustrator for Harper's Weekly. During the 1850s, he traveled throughout the Shenandoah Valley, and described his journey in Virginia illustrated: containing a visit to the Virginian Canaan, and the adventures of Porte Crayon and his cousins. Strother's drawings are very much in the "local color" vein -- stock characters associated with a locale -- but they are still interesting representations.

- Quilting:
  Sampler album friendship quilt from the Patrick and Massie family and friends
  This remarkable quilt top is unusual in its overall size, the large blue sashing that divides the piece into 64 small squares, and the variety of delicate and graceful patterns. It is inspired by the Baltimore album-type quilt of the period, but is a local and very personal interpretation. Several of the quilt blocks were signed; you can view the signatures on the quilt.

- Toys:
  Marbles
  Doll's crutch

- Music: Song sheets were the CDs of the day. Middle class families aspired to have a piano in the parlor. For entertainment, evenings would be spent around the piano, singing the latest hits. What songs do your students listen to? What subjects do they cover? Can students identify contemporary songs with themes similar the following?

  (Note: Unless otherwise indicated, the following song sheets are available through the EDSITEment resource American Memory in the collection America Singing: Nineteenth Century Song Sheets. To find individual song sheets, use the search or browse functions to locate them by title. In many cases, the cover of the song sheet will be sufficient for communicating its theme.)

  Love:
  - Theme: We loved each other, but now she's dead
    American Memory search phrase: "Ah! Yes, I remember. An answer to 'Ben Bolt' Original"
  - Theme: I love you, but I don't know if you love me
    American Memory search phrase: "Do you ever think of me?" (H. De Marsan, c.1860)
  - Theme: I love her, but she loves someone else
    American Memory search phrase: "The girl I loved best of all" (H. De Marsan, c. 1860)

  Premature Death: In American Memory, use the search term "Orrin D. Vaughn" to find a song sheet epitaph of a young man killed on the Hartford Railroad.

  Gang Fights: American Memory search phrase: "Dead rabbits' fight with the Bowery boys" (by the Saugerties bard, c. 1857)

  Contemporary Events:

- Theme: Vote for Fremont!
  American Memory search phrase: "Freedom's songs! For the Campaign of 1856! John C. Fremont. An Acrostic" (published by Higgins & Bradley, Boston)
- Theme: About a new technology
  American Memory search phrase: "The Queen's telegraphic message, and President Buchanan's reply" (by the Saugerties bard, 1858)
- Theme: About a new technology
  American Memory search phrase: "Festival song at the celebration of the laying of the Atlantic Telegraph" (1858)
- Theme: John Brown's Rebellion
  American Memory search phrase: "The fright of old Virginia. Being a condensed account of the Harper's Ferry Insurrection" (1859)
- Theme: Anti-slavery
  "Slavery is a Hard Foe to Battle" (1855). Cover and lyrics available through the Historic American Sheet Music collection in American Memory.

Images of Women:

- Theme: The ideal woman
  I Dream of Jeannie with the Light Brown Hair (Stephen Foster, 1854), available through the EDSITEment-reviewed website U.S. Women's History Workshop. The complete text of the song is available by choosing "Electronic Classrooms" on the home page and then clicking on the image link to "Popular Music."
- Theme: A light-hearted look at bloomers, the first version of pants for women
  The Bloomer's Complaint (1851)
  U.S. Women's History Workshop features a brief history of bloomers, as told by Elizabeth Smith Miller, who brought them to the attention of Amelia Bloomers, after whom they were named. Choose "Electronic Classrooms" on the home page and then "Fashion and Dress Reform."

Links to EDSITEment Participating Websites

Africans in America
http://www.pbs.org/wgbh/aia

American Memory
http://memory.loc.gov/
    The Library of Congress
    http://lcweb.loc.gov/index.html
        America's Library (a link from the home page of the Library of Congress)
        http://www.americaslibrary.gov/cgi-bin/page.cgi

ArchNet
http://www.lib.uconn.edu/archnet/

At Home in the Heartland Online
http://museum.state.il.us/exhibits/athome/welcome.htm

Center for the Liberal Arts
http://www.virginia.edu/~libarts/home.html
    American Studies at the University of Virginia
    http://xroads.virginia.edu/

The Digital Classroom National Archives and Records Administration
http://www.nara.gov/education/

Documents of African-American Women
http://scriptorium.lib.duke.edu/collections/african-american-women.html

History Matters
http://historymatters.gmu.edu/

U.S. Women's History Workshop
http://www.assumption.edu/whw/

Valley of the Shadow
http://jefferson.village.virginia.edu/vshadow2/